

# the forum

Vol. VII, No. 8

Greenfield Community College

February 18, 1977

## Women's Festival Here March 8

By VINCE LORDITCH

A Women's Festival on Tuesday, March 8, International Women's Day will be held featuring seminars, information booths, a craft sale, and entertainment aimed at gaining more visibility for the Women's Center and heightening awareness on current women's issues. The day is also an effort to integrate the community and the college in a meaningful experience according to Women's Center coordinator Marge Mendoza.

Educational seminars will be held throughout the day featuring lectures, panel discussions, and demonstrations. Films pertaining to current woman's issues have been arranged by Women's Center President Marge Susman.

As an introduction to the festival, Joani Kamman, former advisor to the Women's Center, will speak on Why There is an International Women's Day. Immediately following will be a panel discussion on women in transition. Area women who have made mid-life career and personal changes will tell of their experiences.

In the afternoon the festival will feature Beth Beckman on

Being a Parent Today, Ruth Fressenden, of the UMass Rape Task Force, with a seminar on rape, and a speech and demonstration by Pat Turney on self-defense.

The information booths will feature representatives and literature from Family Planning, Alternative Energy Coalition, and NELCWIT — New England Learning Center for Women in Transition.

The crafts segment of the festival, chaired by Sue Wolstencroft, will feature works by area women and the college Art Club. These crafts will be on sale to the public.

During lunchtime, entertainer Molly Scott will be performing in the cafeteria.

Times and places for each festival event will be advertised around the school and throughout the community in an attempt to involve as many area women and men as possible.

The Women's Center is asking for student volunteers to act as guides for visitors.

Festival organizers hope people in the college and surrounding community will take advantage of this opportunity to share any or all events of the festival with them.

## Disco Draws Dancers

By VINCE LORDITCH

A disco-night, sponsored by the student activities council, was held Friday, February 12, in the college cafeteria. Featuring music, dancing, and unfortunately an altercation which caused an early ending to the night's events.

Music was provided by the sound investment. Disc-jockeys Bob Fay and Becky Canter spun discs ranging from the fifties to today's disco hits.

The floor was filled with dancers most of the night, especially during the dance contests.

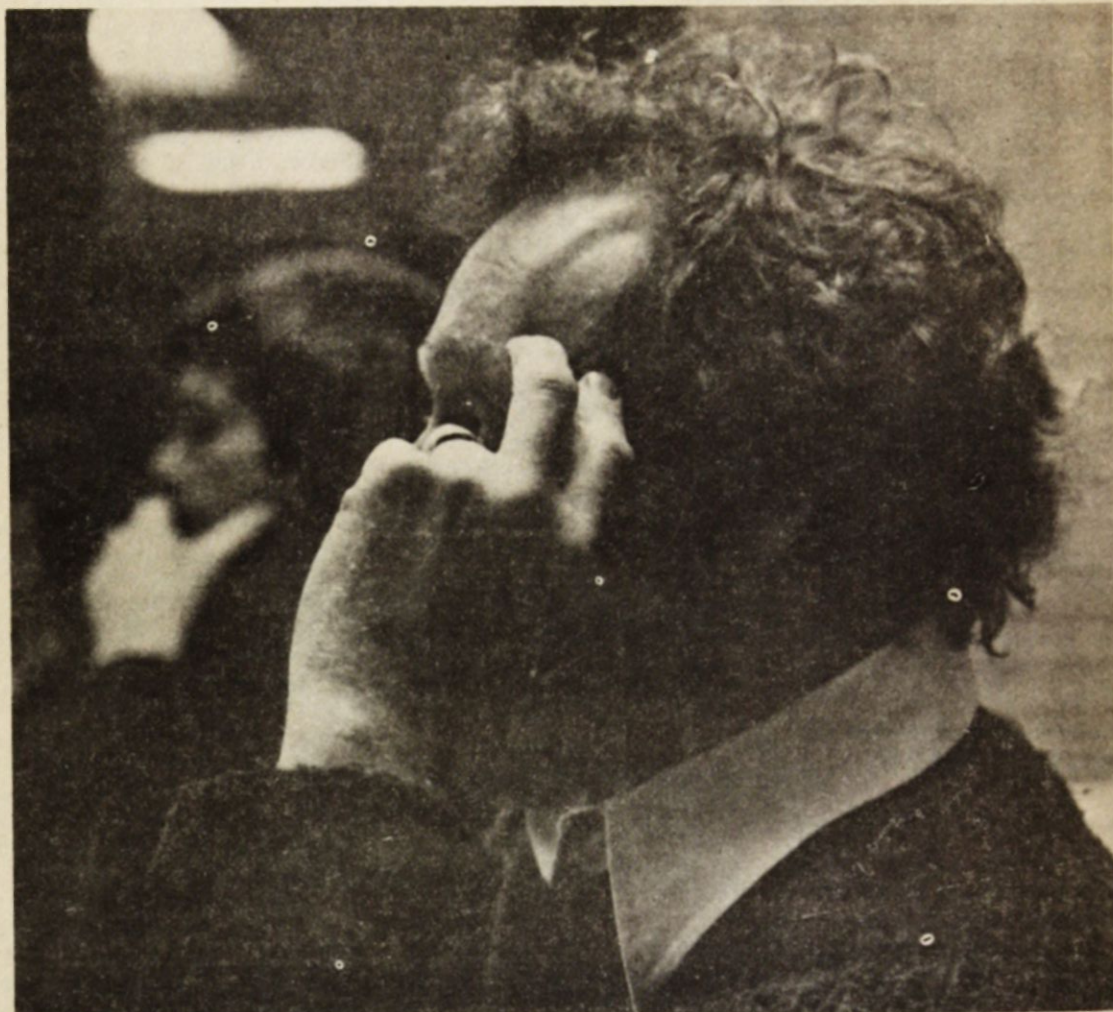
Three dances were held, with prizes of either a T-shirt or a record album going to the winners.

The hustle contest winner was so difficult to choose that two couples were awarded prizes. Lorraine Lanthier and Matthew Cadron, as well as Kate Bergh and Michael Carruth, walked away with the honors.

The best disco duck dancer award was won by Mike Jalbert.

The choice of best twisters of the night was difficult, since, according to the disc jockey, everyone looked like Chubby Checker. The prize was finally awarded to Mr. and Mrs. Kenneth Marshall.

Facts on the cause and individuals involved in the disturbance outside the cafeteria are not available. The incident did however force a premature ending to an otherwise enjoyable night.



Saul Greenblatt, faculty crisis committee, ponders his next move in a tense meeting before the salary issue was settled.

## Faculty Settles But New Round To Come

By JOHN ROLLINSON

A week and a half ago there was talk of an impending strike around here. People went home one Friday wondering how long their weekend might turn out to be, and some were disappointed to find an unpicketed entrance to the college when they came back Monday morning.

What happened? No, an impasse in negotiations was not declared nor was the originally negotiated contract ratified. What then?

On February 5th, more than 500 professors from the state's 15 community colleges met in Gardner to discuss and decide what they would do; it was the "eleventh hour." In Gardner they

were greeted by their negotiating team who had worked earlier that morning to come up with an agreement with the Massachusetts Board of Regional Community Colleges ("all the governor's men"?). The new proposal was not at all like the original, it was temporary — just for this year — but it would assure them of at least some increase in pay (which an impasse or a strike would have made improbable). Negotiations for a new contract will begin this coming April. So while subdued for the present, the professors have not given up, they'll be donning their gloves again soon.

The package calls for \$1100 and a one step increment to be paid

between now and April plus other bonuses to be paid before December 1977. The community college faculties have not had a salary or cost of living increase for over three years.



ELLIAN SEDAR  
Supervisor  
Appointed

A cooperative education field supervisor has been appointed to the staff, President Lewis O. Turner has announced.

The coop ed program helps students to integrate classroom theory with practical experience through periods of employment in local business and industry. Robert DiCarlo is director of the program.

Ellian Sedar will spend part-time supervising secretarial science majors while they are receiving the job-work experience.

Ms. Sedar is working under a grant from the Vocational Education Act of 1968.

## Photogs Win Contests

Four photography majors have received recognition in recent exhibitions, Prof. Chris James announced today.

Thomas Currie, David Robbins and David Case have had prints hung in the Panopticon Gallery, Boston. The prints were selected by a jury and represent the work of New England students. Since 66 prints were submitted for the show and six of them came from Greenfield Community College students, this means that nearly ten per cent of the exhibition represented the work of our students, James says.

Tom Currie has taken first prize in the sports category of the Valley Advocate photography contest; David Robbins took first place in the photo essay category and second place in the pictorial; and Judith Robinson took first place in the pictorial category.

Prizes of \$25 were given for the first place in each category and \$15 for the second place.

All are students of Prof. James.

## EPITAPH

Here lies the body  
of Jonathan Blake  
Stepped on the gas  
Instead of the brake

## Six Receive Scholarships

Six scholarships have been awarded by the Friends of the College, each for \$150.

Thirteen applications were received and screened by a faculty staff committee of professors Gertrude Schaeffer, Elizabeth VanGuilder, and Bernard Drabeck, Margaret Campbell, director of financial aid, and Ellie Stebbins and Beryl Holloway of the college staff.

Students receiving the scholarships are: Margorie Davenport, liberal arts; Edward W. Arnold, law enforcement; Patricia Neal, nursing; Mary Ostrowski, liberal arts; Daniel Shumway, media technology; and Tina Stevens, graphic design.

## TLC — A Place To Go

By RICHARD WINTER

TLC (The Learning Center), located in the Special Services area, is a place where students work with students. TLC offers five-week workshops in study skills, basic math, basic English, reading improvement, and spelling. There is also a walk-in center for students who need help in specific subjects, school in general, or just someone to talk to.

TLC is staffed by students who have done fairly well in school and enjoy relating to others. Here is what some of them had to say:



# The Forum

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For the Entire College Community

Lewis O. Turner, President  
Arthur W. Shaw, Director of Communications  
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## TLC

Don Harris: "After working in TLC for the past month, I've come to appreciate it as an extremely valuable and necessary service in the school. All of us, as students, can learn a lot from each other, and TLC offers us the place to do it. 'Students helping students'; that says it all."

Tom Salter: "TLC is a place where you can get help from A to Z. A school function is better with close cooperation and TLC is the place to start. It is not only students helping others, but people learning about each other — especially in the various groups."

The groups meet as follows:  
Study Skills Monday and Wednesday at 11:00 - 12:00;

Tuesday and Thursday at 11:00 - 12:00.

Spelling Monday 11:00 - 12:00, 1:00 - 2:00; Wednesday 1:00 - 3:00.

Basic English Tuesday and Thursday at 9:30 - 10:45; Wednesday and Friday at 2:30 - 4:00.

Basic Math Tuesday at 9:00 - 11:00.

Math for Science Monday and Wednesday at 12:00 - 1:00.

The response of those who go to these groups has been very favorable. One person mentioned that the study skills group was "Wonderful" and that she's now getting A's in Anatomy. Another, who had been out of school 14 years and was a high school drop-out, found the group "very helpful".

The walk-in center has a very informal and friendly atmosphere. The emphasis here is people getting their trip together rather than an academically structured situation.

Anyone interested in any aspect of the center should contact Amy Chin-Shong or Phil Rabinowitz — the Co-directors or just walk into the center anytime Monday through Friday from 8:00 - 4:00.

TLC — it's there.



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## What Do You Want To Be . . . ?

By VINCE LORDITCH

Virtually everyone at one time or another as a child has been asked by a grown-up, "What would you like to be when you grow up?" Usually what they are looking for is a cute response: astronaut, cowboy, or actress. But when the question is asked of a liberal arts freshman or sophomore, the answer is usually, "I haven't decided yet."

It is for this very reason that many students enroll in a liberal arts curriculum since it is a versatile program in which a student can experiment with different fields of study while making his or her mind up concerning academic major and career goals.

According to a pamphlet, written by the counseling center at King's College in Wilkes-Barre, Pa., about seventy-five percent of a liberal arts freshman class is undecided about their major and career plans. It goes on to say, however, "It appears to be normal at this point and there is really no need to be apologetic about it."

A liberal arts education, unlike a business or nursing program, for instance, is designed to prepare a student in a general way for some professional career. The program's main function is to develop intellectual and decision making abilities.

De

Descriptions are fine, but many liberal arts students are wondering where it will all lead. Here is where some of the finer points of a liberal arts curriculum come out.

First it is one of the few programs in which a student can experiment for as long as two years before deciding on a major and possible career goal. In most

cases a student need not choose a career goal until as late as the junior year. This provides much needed time to experience different majors and explore career possibilities.

Second, a single major can lead to many different career opportunities. Many of these careers require graduate study in the major area. Many others do not.

Ultimately, the decision as to what major and career to pursue will be up to the student. No one else can make the decision. Since this is so important and so difficult, the King's college pamphlet suggests three steps to aid the student:

(1) You must have some information about yourself. Some psychologists call it self-concept. What it amounts to is a clear picture of what you know about yourself. You, better than anyone, know your likes and dislikes, personality traits, values, goals, motivation, interests, abilities, and limitations. You, better than anyone, know what you like and what you want.

(2) Probably the most important step in choosing a major and a career is to gather information about those areas which interest you. College catalogues, faculty members, other students in majors that interest you, and various educational periodicals can provide information on majors and careers. Facts on the outlook of certain careers can be found in newspapers as well. One of the best sources of information in this matter can be found right here at GCC. Rob Yacubian, career counselor, is more than eager to answer any questions you may have regarding majors and career goals. You can

arrange to see Rob by stopping by Special Services any day.

(3) When a final decision is made on career goals there still may be some reservations. But the flexibility of the liberal arts allows for changes in attitude. In most areas you can change your major after the first semester of your junior year. In graduate school you could even change your mind again if you wanted to. You may even change your career goals and keep the same major; many different kinds of careers can result from the same major.

To list all the careers available from all majors would take more space than we have available. For instance, an English major, depending on whether or not graduate school is involved, can lead to more than forty different careers, from actor and lawyer to playwright and teacher. Many careers can be approached from a number of different majors.

The list is long and the options are numerous, but not terribly complicated if you talk to people who care enough to answer your questions. That's what Rob Yacubian is trained for and he does it well. But, again, the ultimate decision is up to you and your goals. Who knows maybe you really will be an astronaut, cowboy, or an actress.

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## Used Book Swap: Two-Edged Sword

By KATHIE WHITE

What is the used book swap? How is it benefiting (a) the student, (b) the institution?

Many people are positive towards the used book swap. Many have reservations. According to one student, the main goal of the used book swap is to sell used books for students — putting the cash into the student's hands so that he can buy what he needs — books, supplies, and whatever else he may need.

The book swap keeps 10 percent of the sales and forwards it to the student activities fund. In the past, the students had the option of selling the books back to the book store, receiving half of what he originally paid for the book, and the other half used to pay for the expenditures acquired by the institution.

The questions now raised by some are whether or not it is more important to have the student financially equipped for the institution or to have the institution financially equipped to suit the student?

A student comments, "It's frustrating to a student not being able to have the ready cash or enough of it to buy the necessities of college. When a student cannot obtain the essential things needed for courses he is taking, it is more than just rough — he can't do his

best and suffers in the long run. This is where the books swap benefits the student: he saves money and does better. And the student did save — the book swap was a success and will continue to be so."

On the other hand, according to John Evans, director of auxiliary services, it is also frustrating for the people who keep the institution running financially. There can be no guess work when it comes to ordering and re-ordering the correct amounts of school supplies needed each semester. Accurate records have to be kept as to how much and what is needed.

"If too many supplies are ordered, then there is an over-expenditure of funds, funds that could have been used to benefit other areas of the institution. Unless there is a perfect balance in the ordering process, there cannot be a perfect balance of income and the institution suffers."

According to Evans, as of the moment, it is not known as to whether the book swap has affected the book store, but he questioned the coming semester when inventory is taken and not enough or too much is re-ordered or not ordered at all. "The student benefits? The institution benefits?"

## Geologist Little Returns From Sabbatical

By SHERYL HUNTER

A geology and oceanography professor has returned to the college after finishing his sabbatical leave.

Richard Little spent the fall semester working in geology. Due to lack of time and money, Prof. Little kept his studies close to home, taking a graduate course in Glacial Geology at the University of Massachusetts and doing an in depth study of the geological evolution of the Greenfield area.

While attending the University, Prof. Little was studying under a well known expert in the field, Dr. Joseph H. Hartshorn. The course consisted of studying areas of existing glaciers in order to analyze what the glacial age conditions were like in North America and in particular New England. Laboratory work with maps, air photographs, various types of glacial sediments and field trips to local areas illustrating the glacial history of the Connecticut Valley were utilized.

Prof. Little says:

I have gained much useful knowledge from Dr. Hartshorn and this course which will be of great benefit in my lectures, laboratory work, and field trips concerning glacial geology. While attending the University, I had the opportunity to become acquainted with many of the geology faculty and students. I observed their various types of research and teaching techniques to discover new methods that might be useful in our courses at G.C.C.

The UMass faculty also provided some unique teaching materials for Prof. Little such as copies of NASA photographs of the Moon and Mars, courtesy of Dr. George McGill, as well as copies of infrared air photos defining coastal ecosystem of Cape Cod taken by Dr. Dayton Carritt.

Along with an extensive research paper of the glacial history of the Greenfield area, Prof. Little also put together an audio-visual program of the geological evolution of the Greenfield area. Through a collection of 35mm slides with narration, the viewer is taken on a visual tour of 600 million years of geological history. In this history we find, says Little, that the Greenfield area has gone from being flooded by the sea to being hit by a drifting continent (Africa) resulting in the Appalachian Mts. Earthquakes occurred as the basic form of the Connecticut Valley was created, followed by dinosaurs leaving muddy footprints and hundreds of feet of lava flows covering the old landscape. Glacier ice action, an extensive lake, river erosion, and, of course, man, have provided the last land shaping effects. All of these events are visible by looking with a trained eye at the rocks and landforms of our area. This audio-visual program will hopefully be a vehicle for greater environmental understanding for our students and other interested people.

Prof. Little's sabbatical was a very productive one which should prove beneficial to both the school and community.

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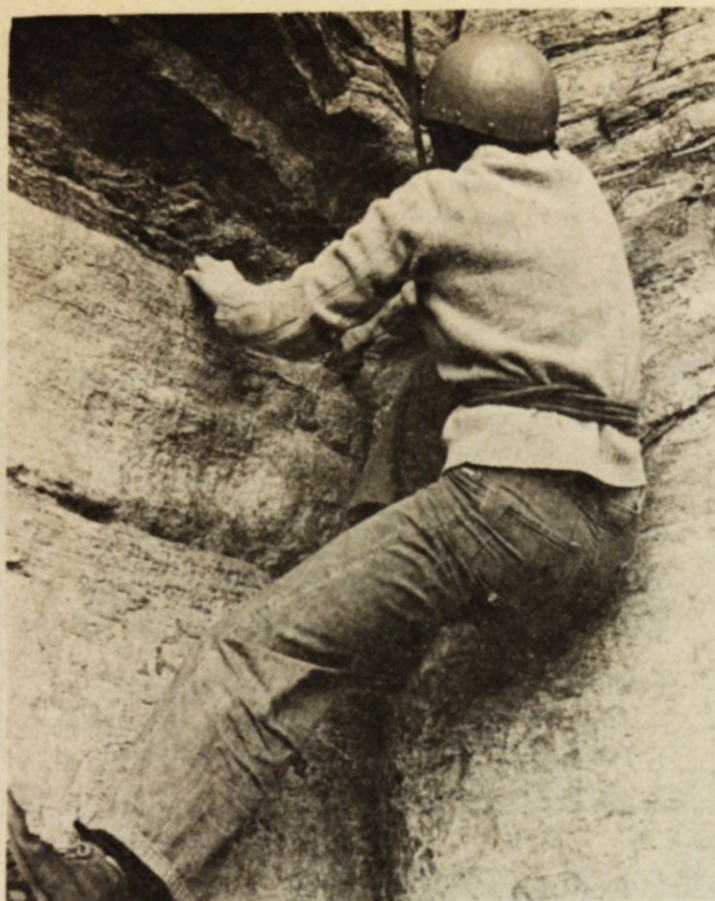
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## Outdoor Education Challenges Many



Bertha Petruski, Rec major, goes up a rock wall.

By BERTHA PETRUSKI  
& SUE TALBOT

Outdoor education programs for a variety of groups in this area were led by a number of students from Greenfield Community College majoring in recreation leadership.

Outdoor education is using the

environment as a natural classroom where both participants and leaders learn to respect and understand nature. Such experiences involve group building activities, nature games, bushwhacking through a thick night forest, finding a lost route with use of map and

compass; these kinds of activities were experienced by a group of underprivileged teenagers from Threshold of Northampton.

Other confidence building activities were practiced by the Brandon School's emotionally disturbed youth from Petersham during a challenge-adventure weekend. The boys were exposed to self-developing events such as hiking a three mile obstacle course, crossing an icy river by means of a hanging rope, striving to rock climb to the top of an eighty foot cliff, and feelings of inner satisfaction during a winter cookout.

A range of programs have been developed for all ages. A variety of nature arts and crafts projects were made by the Golden Agers of Wendell, and at Beacon Street park, twenty preschoolers from Greenfield enjoyed learning how to build terrariums, studied the insect environment, did animal charades, but especially enjoyed going on a blindfold walk which created an endless "sense of wonder".

## X-Rated Math

By CARLO A. GONZALEZ

Suppose you are given an eight quart bucket and a five quart bucket. You have to go to the river, and with only the use of two buckets, bring back exactly six quarts of water. How would you approach this task? If that problem baffles you, try this one which is only meant to stump you: You're given a balance scale and nine coins, identical in size, shape, and color, one weighs slightly more than the rest. Going only twice to the scale, and weighing any combination of the coins that you wish each time, decide which is the odd weighted coin.

There are a couple of ways to find an answer to these problems. Figure it out yourself, scout around in this edition, or do what I did. Ask Peter Letson who not only asked me these questions but answered them (after a sufficient period of mourning for my dead intuition).

Letson performs math at G.C.C. He and other members of his department, namely: Ira

Rubenzahl and Bob Cohen are planning to offer a course, in what Rubenzahl likes to refer to as X-rated math for an unknown reason, I am sure he can explain.

The course is designed to alleviate "math anxiety" that many students have in traditional math learning experiences. X-rated math offers a way to understand more difficult situations that he will encounter later in more traditional courses.



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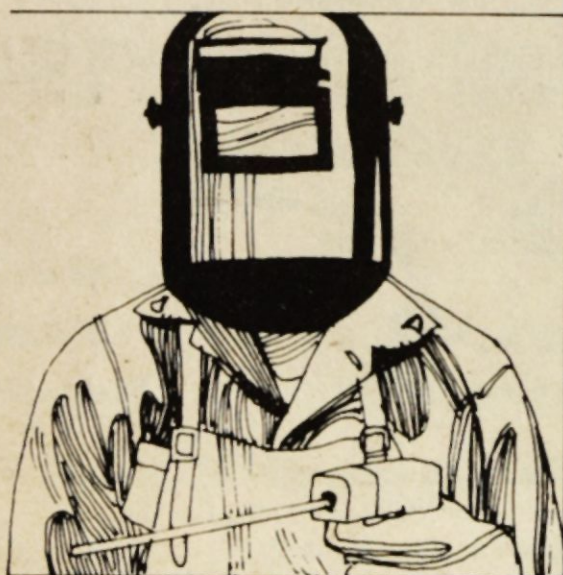
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